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A GUIDE FOR THE PREPARATION OF PROPOSALS IN OCCUPATIONAL RESEARCH, DEVELOPMENT & TRAINING.

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Descriptors-*EDUCATIONAL RESEARCH, EVALUATION, *PROGRAM PROPOSALS, RESEARCH COORDINATING UNITS, *RESEARCH CRITERIA, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, *RESEARCH PROPOSALS

Guidelines and references are included for developing proposals to be submitted to the Occupational Research Coordinating Unit. Outlines and criteria for evaluation are included for (1) research type proposals, (2) training type program proposals, and (3) experimental, developmental, or pilot type program proposals. Also included are (1) a budget format and worksheet, (2) a completed sample of a budget, (3) the format for cover page of proposals, (4) a sample research proposal abstract, and (5) a checklist for reviewing proposals. Research priorities for 1966-67 in rank order were: (1) program evaluation, (2) curriculum experimentation, (3) personal and social significance of the concept of work, (4) personnel recruitment and development, (5) program organization and administration, (6) adult and continuing education for manpower development, and (7) occupational information and career choice for youths. (MM)

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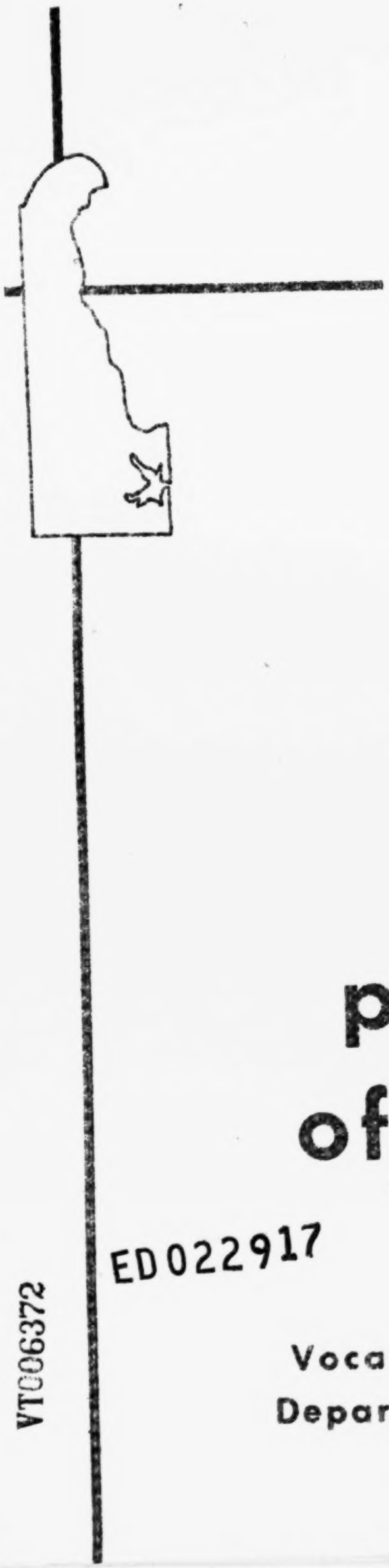

Delaware
Occupational Research
Coordinating Unit

a guide for the preparation of proposals

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VT006372

Vocational - Technical Division
Department of Public Instruction
Dover, Delaware 19901

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A GUIDE

FOR THE PREPARATION OF PROPOSALS

IN

OCCUPATIONAL

RESEARCH, DEVELOPMENT & TRAINING,

UNDER PUBLIC LAW 88-210, Sec. 4(c)

Occupational Research Coordinating Unit

Delaware State Department of Public Instruction
Vocational-Technical Education and Extended Services

Revised May, 1967

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FOREWORD

On June 26, 1966, the Department of Health, Education, and Welfare, U. S. Office of Education approved a Grant Award to the State Department of Public Instruction, Dover, Delaware, for the establishment of an Occupational Research Coordinating Unit to operate under the direction of Dr. Paul M. Hodgson, Assistant State Superintendent, Vocational-Technical Education and Extended Services, and Dr. Ruth M. Laws, Supervisor of Planning and Vocational-Technical Research.

The Coordinating Unit is now staffed and located in Dover on the second floor, Room 8 of the State Armory. The Staff consists of: Dr. Fred C. Finsterbach, Director; Mr. Richard A. Dieffenderfer, Assistant Director; Mrs. Elizabeth D. Bush, Secretary, and Mrs. Joyce La Belle, Clerk-Typist.

Briefly the objectives of the Occupational Research Coordinating Unit are:

1. To identify and coordinate research and development activities and projects with agencies, public and private, concerned with occupational education in Delaware.

2. To stimulate interest in research and development activities that will improve the image and yield results productive to the state-wide program of vocational education.

3. To provide assistance to state and local staffs responsible for vocational education research and development.

4. To assist in developing programs that will expand occupational education offerings for persons with special needs.

5. To disseminate information on the progress and application of the results of occupational education research and development.

6. To identify and maintain a reference file of available occupational research and development resources in the light of anticipated needs and programs within the state.

This guide represents abstractions from the "Conditions and Procedures" document (51-R-475) published by the U. S. Department of Health, Education, and Welfare. Anyone wishing to secure the full document should contact the U. S. Government Printing Office for copy #1964, 0-753-116.

The selected abstractions concern only those procedures to be followed for submission of program proposals to the Occupational Research Coordinating Unit, Delaware State Department of Public Instruction.

INSTRUCTIONS

GENERAL

1. Submission of Proposals: Program proposals may be submitted at any time. Refer all proposals to:

Delaware Occupational Research
Coordinating Unit
State Department of Public Instruction
P. O. Box 697
Dover, Delaware 19901

2. Length of Application: A proposal should be concise but sufficiently complete to provide information necessary for a sound evaluation. See suggested outlines.

3. Number of Copies Required: The proposal should be typed or otherwise reproduced on white paper, size 8½ x 11, on one side only. Thirty-five (35) copies of the finished proposals will be required.

NOTE: It is advisable to submit a draft copy for preliminary review before duplicating in quantity.

The staff of the Occupational Research Coordinating Unit is available for consultation. Phone 734-5711, Ext. 508 for appointments.

Types of Proposals

Basically, three types of program proposals are encouraged:

A. Research - focused on an educational problem of major importance in providing high quality vocational education. The anticipated results of the research would be of potential value to vocational education and of broad national interest.

See "A" for distinct outline and further detail.

B. Training - a significant contribution to the professional and/or the technical training of vocational and technical teachers. The anticipated outcomes of the training would have educational application beyond the local setting in which the training is conducted.

See "B" for distinct outline and further detail.

C. Experimental, Developmental or Pilot Programs - focused on an educational problem of major importance in providing special vocational education programs for youth. (Special consideration will be given to programs involving youth in economically depressed communities who have academic or socioeconomic or other handicaps which prevent them from succeeding in regular vocational and education programs.)

Types of Proposals (Cont'd)

The program or procedures to be utilized would be feasible and practical for wide application in vocational education. The program would be concerned with a relatively <u>new</u> and/or <u>unique</u> vocational education program or procedure, or application of known information in a <u>new</u> <u>situation</u> for the education of youth.

See "C" for distinct outline and further detail.

A - Outline for RESEARCH Type Proposals

1. Problem: Give a brief statement of the problem, explaining its importance and relationship to vocational education.

2. Related Research or Background Information: Cite or summarize pertinent research related to the proposed study. Present the rationale upon which the proposal is based and when appropriate, its uniqueness in relation to other research.

3. Objectives: State the objectives of the research program, the hypotheses to be tested, or the specific questions to be answered.

4. Procedures: Describe the procedures in detail, listing the steps to be followed. When appropriate, provide specific information about each of the following:

   a. General Design: Describe the general design of the study and indicate why this design appears particularly appropriate for achieving the stated objectives. In experimental research, for example, the independent and dependent variables should be stated with the rationale for their selection.

   b. Population and Sample: Describe the group of subjects from which the sample is to be drawn and indicate why the sample is to be taken from this group. Explain the sampling method and the number and characteristics of the subjects to be chosen. Indicate how experimental and control groups will be equated.

   c. Data and Instrumentation: Indicate the data to be gathered and the collection methods to be used. Describe questionnaires, interview guides, tests, and other instruments to be employed.

   d. Analysis: Indicate the specific methods of analysis to be used in achieving the objectives, answering the questions, or testing the hypotheses. (When several hypotheses are to be tested or several questions are to be answered, it is usually helpful to specify the analysis in relation to each hypothesis or question.)

   e. Time Schedule: In chronological order indicate the approximate length of time required for each major aspect of the study.

5. Personnel: Give the name, title, and a brief statement of the pertinent experience and unique qualifications of the principal investigator(s). Include information on key personnel and consultants when possible. Indicate the individuals who have tentatively agreed to serve on the program.

6. Facilities: Indicate any special facilities and similar advantages available to your institution or agency which will aid in the conduct of the program. When the cooperation of other schools or agencies is essential to the conduct of the study, indicate the extent and the nature of such assurance and cooperation.

7. Other Information: Make a brief statement concerning each of the following items. The information given here will in no way jeopardize approval of the program.

   a. The amount of support available for this purpose from sources other than the transmitting institution.

   b. Whether this proposal has been submitted to any other agency or organization.

   c. Whether this is a proposed extension of, or addition to, a program previously or currently supported by the Office of Education.

   d. Whether this or a similar proposal was previously submitted to the Office of Education.

8. Consideration by State Board for Vocational Education: If the proposal is submitted by a local educational agency, attach a letter indicating approval by the State board or an authorized representative. If the proposal is submitted by an applicant other than a State Board or a local educational agency, describe the extent to which there has been discussion with representatives of a State Board or boards.

9. Budget: Prepare the budget in the format shown on page 11* of the booklet entitled Support for Research and Related Activities (October, 1965). Round all amounts to the nearest ten dollars. Show costs for the first twelve months of activity, the second twelve months, etc., as well as the total costs for the full duration of the project. Include columns for Federal funds and for local funds, in accordance with the cost-sharing principle.

*See copy of Budget Format furnished as part of this guide.

Criteria for Evaluating RESEARCH Type Proposals

Educational Significance

1. The program is focused on an educational problem of major importance in providing vocational education programs of high quality.

2. The anticipated outcomes of the research would be of potential value to vocational education and of broad national interest.

Research Design

1. The problem with which the research proposes to deal is clearly defined and appropriately delimited.

2. The proposal reflects an adequate knowledge of other research related to the problem.

3. The objectives, questions to be answered, or hypotheses to be tested are well formulated and clearly stated.

4. The relationships between the problem, objectives, and procedures are clear.

5. The proposal outlines fully the procedures to be followed and, wherever applicable, includes information on such matters as sampling procedures, controls, types of data to be gathered, and statistical analyses to be made.

Personnel and Facilities

1. The experience and training of the key personnel appear adequate to carry out the research.

2. The facilities available to the investigator(s) are adequate to carry out the research.

3. The plan provides, wherever feasible, for encouraging and increasing research knowledge and skills of professional personnel and of new research workers.

Economic Efficiency

1. The suggested approach to the problem is reasonable in terms of overall cost as compared with the cost of other possible approaches.

2. The total proposed expenditure is justifiable in terms of the probable value of the results of the proposed research.

B - Outline for TRAINING Type Program Proposals

1. Purpose: Give a brief statement of the purpose, need for training, the specific objectives of the program and its significance and expected contribution to vocational education.

2. Content: Provide an outline of the content to be included and the procedures to be used as they relate to the specific objectives of the training program. If college credit is to be granted, indicate level, amount, and provisions to be met.

3. Schedule: Provide information on length of training including hours per day, and number of days or weeks for each phase or content area of the program.

4. Personnel: Give the name, title, and a brief statement of the pertinent experience and qualifications of principal staff members and consultants.

5. Trainees: Provide information on persons to be trained including method of recruitment, selection, and prerequisites for training in terms of experience and/or formal education, position, and other pertinent information.

6. Facilities: Indicate adequacy of facilities such as classrooms, laboratories, housing, training equipment, and teaching aids.

7. Evaluation: Describe plan for program evaluation.

8. Other Information: Make a brief statement concerning each of the following items. The information given here will in no way jeopardize approval of the program.

   a. The amount of support available for this purpose from sources other than the transmitting institution.

   b. Whether this proposal has been submitted to any other agency or organization.

   c. Whether this is a proposed extension of, or addition to, a program previously or currently supported by the Office of Education.

   d. Whether this or a similar proposal was previously submitted to the Office of Education.

9. Consideration by State Board for Vocational Education: If the proposal is submitted by a local educational agency, attach a letter indicating approval by the State board or an authorized representative. If the proposal is submitted by an applicant other than a State board or local educational agency, describe the extent to which there has been discussion with representatives of a State board or boards.

10. Budget: Prepare the budget in the format shown on page 11* of the booklet entitled Support for Research and Related Activities (October 1965). Round all amounts to the nearest ten dollars. Show costs for the first twelve months of activity, the second twelve months, etc., as well as the total costs for the full duration of the project. Include columns for Federal funds and for local funds, in accordance with the cost-sharing principle.

* See copy of Budget Format furnished as part of this guide.

Criteria for Evaluating TRAINING Type Proposals

Educational Significance

1. The program is likely to make a significant contribution to professional and/or technical training of vocational and technical educators.

2. The anticipated outcomes of the program have educational application beyond the local setting in which the training is conducted.

Plan for the Program

1. The description, objectives, and procedures of the proposed program are presented clearly and completely.

2. The training objectives can be achieved with the proposed content and procedures.

3. The criteria and procedures for selection of trainees are appropriate to the identified need and objectives of the training program.

4. Appropriate plans are specified for the evaluation of the program.

Personnel and Facilities

1. The experience and training of the key personnel appear adequate to carry out the activity successfully.

2. The facilities available for the program are adequate.

3. The program provides, where appropriate, for the use of professional personnel outside of the discipline of education.

Economic Efficiency

1. The training program is one that would not normally be conducted as a part of a regular program.

2. Estimated costs of the training program are reasonable for the results to be obtained.

C - Outline for EXPERIMENTAL, DEVELOPMENTAL, or PILOT Type Program Proposals

1. Problem: Discuss the educational problem(s) involved in the specific area with which the proposed program deals. Indicate in general terms how the program will contribute to meeting the vocational education needs of youth.

   NOTE: Special consideration will be given to programs involving youth in economically depressed communities who have socio-economic or other handicaps that prevent them from succeeding in regular vocational education programs.

2. Description: Describe the concept or innovation involved. Indicate how it differs from present programs or procedures and what it may accomplish that is not already in practice. Include information on materials to be developed, instructional emphasis, and the ways in which it may make a contribution to vocational education. Cite previous work which has been done, observations made and related research which will provide a rationale for the proposed project.

3. Objectives: Cite the specific objectives to be achieved in the program. They should be clear and capable of being attained by the proposed procedures.

4. Administration: Describe the administrative structure and the use of advisory groups.

5. Procedures: Describe the major elements of the operational plan. When appropriate, include information on at least the following:

   a. General Design: Describe the general design of the program and indicate why it is particularly appropriate for achieving the stated objectives. If control groups are used, describe their composition and purpose.

   b. Schools or Locations: Describe the method and criteria to be used in selection.

   c. Participants: Describe the criteria for selection and the number of students and others participating in the program.

   d. Methods and Materials: Describe the instructional materials and methods to be used and how they will be developed and utilized in the program.

   e. Evaluation: Describe the evaluative procedures to be employed, data to be gathered, and analyses to be made in order to determine the extent to which the objectives of the program have been achieved.

   f. Time Schedule: In chronological order, indicate the approximate length of time required for each aspect of the program.

6. Dissemination: Describe how the results of the program are to be disseminated. (If dissemination is not an integral part of this program, indicate what steps will be taken in order to make the results available to others.)

7. Personnel: Give name, title, and a brief statement of the pertinent experience and unique qualifications of the principal investigator(s). Include information on key personnel and consultants when possible. Indicate the individuals who have tentatively agreed to serve on the program.

8. Facilities: Indicate any special facilities and similar advantages available to your institution or agency which will aid in the conduct of the program. When the cooperation of other schools or agencies is essential to the conduct of the study, indicate the extent and the nature of such assurance and cooperation.

9. Other Information: Make a brief statement concerning each of the following items. The information given here will in no way jeopardize approval of the program.

   a. The amount of support available for this purpose from sources other than the transmitting institution.

   b. Whether this proposal has been submitted to any other agency or organization.

   c. Whether this is a proposed extension of, or addition to, a program previously or currently supported by the Office of Education.

   d. Whether this or a similar proposal was previously submitted to the Office of Education.

10. Consideration by State Board for Vocational Education: If the proposal is submitted by a local educational agency, attach a letter indicating approval by the State Board or an authorized representative. If the proposal is submitted by an applicant other than a State Board or a local educational agency, describe the extent to which there has been discussion with representatives of a State Board or boards.

11. Budget: Prepare the budget in the format shown on page 11* of the booklet entitled Support for Research and Related Activities (October, 1965). Round all amounts to the nearest ten dollars. Show costs for the first twelve months of the activity, the second twelve months, etc., as well as the total costs for the full duration of the project. Include columns for Federal funds and for local funds, in accordance with the cost-sharing principle.

*See copy of Budget Format furnished as part of this guide.

Criteria for Evaluating
EXPERIMENTAL, DEVELOPMENTAL, or PILOT Programs

Educational Significance

1. The program is focused on an educational problem of major importance in providing special vocational education programs for youth. Special consideration will be given to programs involving youth in economically depressed communities who have academic or socioeconomic or other handicaps which prevent them from succeeding in regular vocational education programs.

2. The program or procedures to be utilized appear to be feasible and practical for wide application in vocational education.

3. The program is concerned with a relatively new and/or unique vocational education program or procedure, or application of known information in a new situation for the education of youth.

Plan of Operation

1. The problem and the objectives of the program are clearly stated.

2. The procedures necessary to achieve the objectives of the program are appropriate and technically sound.

3. The proposal adequately describes, in relation to the purposes of the program, the information or expected results to be obtained and how these are to be analyzed.

4. The proposal includes provisions for an adequate evaluation of the effectiveness of the program or procedures being used.

5. The proposal describes how the program and its results are to be made known.

Personnel and Facilities

1. The staff includes individuals who are skilled and knowledgeable in the type of program represented in the proposal.

2. The program provides, where appropriate, for the use of professional personnel outside of the discipline of education.

3. The facilities available for carrying out the program are adequate.

4. The nature of the cooperation from participating schools or other agencies is clearly identified.

Economic Efficiency

1. Estimated costs of the program are reasonable for the results to be obtained.

Initiator _____ Duration of Proposed Activity _____

Institution or Agency _____ Beginning Date: _____ Ending Date: _____

Check Type: Research ( ) Training ( ) Experimental, Developmental, or Pilot ( )

Category	Project Cost by Line Item (1) Federal	Local
I. DIRECT COSTS (2)		
Personnel (List all position titles such as project director, research assistant, secretary, consultants(3), etc. State percent of time on the project, per annum salary, and beginning and ending dates of employment for each person.)		
Employee Benefits (Summarize benefits such as Social Security, retirement, salary increments, etc.)		
Travel (Indicate fares and/or mileage at allowable rate; number of days per diem and rate.)		
Supplies and Materials (Itemize) 1. Project Materials 2. Office Supplies		
Communications (Including telephone, postage, etc.)		
Services 1. Duplicating and reproduction (Itemize) (Including Final Report) 2. Statistical (Itemize Costs) 3. Testing (Itemize Costs) 4. Other		

WORKSHEET (con't.)

Category	Federal	Local
Equipment (Generally, capital equipment may not be purchased with research funds. Certain types of equipment may be available from Government sources as determined by the Office. If not, cost of rent vs. purchase may be considered.)		
Other Direct Costs (Itemize)		
Subtotal Direct Costs		
II. INDIRECT COSTS (Give basis on which local overhead is computed, who established the rate, when, and period covered.)		
TOTAL PROJECT COSTS		
COST SHARING (Percentage distribution of proposed Federal and local support)		

(1)For projects longer than 18 months in duration, use one column for each 12 months of activity and a final column for totals.

(2)Salaries, service charges, travel costs, etc., must conform to the standard rate of the institution or agency.

(3)Consultants: Show rate and number of days under Personnel: transportation and per diem under travel.

NOTES:

Format: A budget may need to be presented in a summary outline form, a detailed itemized form, and may require some narrative explanation to fully define the financial requirements of the proposal.

Categories: For standardization of items under each category the "State of Delaware Accounting Manual" may be used in catagorizing questionable items.

Attachments: If any of the following items apply to the proposal being submitted, provide the information in each instance. Each attachment should appear as a separate item on separate pages.

1. Instruments: Any applicant who plans to use an unpublished instrument (e.g., a questionnaire or interview guide) in his study should include a copy. If an instrument is not as yet developed or only partially completed, a page of sample items should be submitted. No finalized questionnaire or interview guide may be used without approval. See item 10, Procedural, on Check List.

2. Revisions: If this application is being submitted, append a statement describing the major revisions which have been made. This does not apply to those applications which have been submitted previously in draft form for informal review.

Processing Time: Proposals for grants from a few hundred dollars up to $10,000.00* may be processed in a relatively short time. Requests for larger amounts and for research covering long periods of time necessarily require a longer period for review. Allow, in your time schedule, at least three months for review and processing.

*Four further details on small projects refer to SMALL PROJECT RESEARCH booklet, November, 1966. Copies are available from the Occupational Research Coordinating Unit.

COMPLETED SAMPLE OF A BUDGET

Note: This budget relates to a simulated research proposal entitled: "A Pre-Vocational Course Studying Industry and Occupations at the 9th Grade Level".

Budget Format
for
Programs under Section 4(c) of the Vocatioanl Education Act of 1963

- Pilot Project Proposal -

Investigator: Charles Jones, Industrial Arts Dept. Chairman

Institution or Agency: Innovating School District, Ideas, Delaware

Beginning Date: 8/1/67 Ending Date: 6/30/68

CATEGORY	Amount Required First Year: Grant Funds (Federal)	Amount Required First Year: Applicant or Other Funds (Local)
I. DIRECT COSTS		
Personnel		
1 - Principal Investigator (50% of time in-kind)	---	$4,200.
1 - Clerk-Typist (full time)	$3,800.	---
4 - Local Teachers (time contribution, each - 25%)		
a. Agriculture	---	2,000.
b. Distributive Education	---	2,000.
c. Home Economics	---	2,000.
d. Office Occupations	---	2,000.
6 - Occupational Informants @ $5 per hour	90.	---

(continued)

SAMPLE BUDGET (con't.)	Federal	Local
5 - Consultants @ $75 per day for two days	$ 750.	---
1 - Research Assistant, stipend	1,000.	---
TOTAL Personnel -	$5,640.	$12,200.
Employee Benefits		
Annuities and Social Security 10% of Staff Salaries $3,800.	$ 380.	---
TOTAL Benefits -	$ 380.	---
Travel		
Auto Mileage @ $ .08 per Mile	$ 200.	$ ---
Consultant Travel	80.	---
Industrial Field Trips (local)	---	230.
TOTAL Travel -	$ 280.	$ 230.
Supplies and Materials		
S. R. A. Occupational Exploration Kit	$ 170.	---
Career Monographs	400.	---
Resource Materials	150.	---
Misc. Office Supplies	100.	---
TOTAL Supplies, Materials -	$ 820.	---
Communications		
Telephone and Postage	$ 100.	---
TOTAL Communications -	$ 100.	---

(continued)

SAMPLE BUDGET (con't.)	Federal	Local
Services		
Duplication and Reproduction	$ 100.	---
Final Report	50.	---
Differential Apptitude Tests	150.	---
TOTAL Services -	$ 300.	---
Equipment		
1 - Lease/Purchase Elec. IBM Typewriter, Model ET 11, Elite, 15" Carriage	$ 340.	---
TOTAL Equipment -	$ 340.	---
Other Direct Costs		
TOTAL Other Direct Costs -	$ ---	$ ---
TCTAL All Direct Costs -	$7,860.	$12,430.
II. INDIRECT COSTS		
Room Space (in-kind)	$ ---	$ 3,000.
Utilities (light, heat, water)	---	800.
Janitor Service	600.	600.
Secretary's Desk and Chair	---	130.
Four Drawer Legal File with Lock, Model #2304C	---	150.
TOTAL All Indirect Costs -	$ 600.	$ 4,680.
TOTAL PROJECT COSTS -	$8,460.	$17,110.
COST SHARING -	33%	67%

(FORMAT FOR COVER PAGE OF PROPOSALS)

RESEARCH, TRAINING, OR EXPERIMENTAL, DEVELOPMENTAL, OR PILOT PROGRAM
(Indicate which type of proposal)

Submitted to the U. S. Commissioner of Education
Under the Provisions of Section 4(c)
of the Vocational Education Act of 1963

Project Title:	The title should be concise, descriptive, and as specific as possible. Avoid technical terms that are obscure. Title should not exceed 150 typewritten spaces.
Applicant:	Name of applicant, agency, or organization.
Address:	Address
Telephone Number:	Telephone number
Initiated By:	Name, position, mailing address, and telephone number of the individual who initiated the proposal, ordinarily the principal investigator.
Principal Investigator:	_____ (Signature) _____ Required only if different from initiator
Submitted By:	_____ (Signature) _____ Name and position of the official who is approving the submittal of the application. This must be someone in a position to assume such authority and to commit the institution or agency to the undertakings projected in the proposal. If the application is submitted jointly by two or more agencies, approval by each is required.
Federal Funds Requested:	$ _____
Duration:	Beginning (date) Ending (date) Total number of months required: __ months
Date Transmitted:	_____

OUTLINE OF CONTENT FOR PROPOSALS

Follow the appropriate outline (A, B, or C) to describe the proposed program so that the designated review panel and the Commissioner will have adequate information upon which to base an objective evaluation. In preparing the description, identify each aspect of the proposal by using the number and the underlined words in each item given in the appropriate section.

In the event that a proposal transcends more than one of the three Sections (A, B, or C), use the Section which is most appropriate to the proposal and make the necessary adaptations.

ABSTRACT OF PROPOSAL

On a single, separate page present a summary of the proposal. Use the following headings: (A) Proposal Title, (B) Principal Investigator or Director, (C) Purpose or objectives, (D) Procedures, (E) Evaluation, and (F) Dissemination, if applicable. Place the single-page abstract immediately after the proposal cover page. Provide an additional 30 copies of the abstract and cover page stapled together and packaged separately. Sample abstracts are available from the O. R. C. U. Office.

RESEARCH PROPOSAL ABSTRACT

Proposal Title:

A Program for Custodial Training for Special Class Pupils at De La Warr High School, New Castle.

Principal Investigator:

Mr. George H. Taylor

Purpose:

To develop a pilot training program for youth with special needs. This program will attempt to train a class of mentally retarded youth (15) for entry employment in the service industries as custodians. The development of training materials unique to this situation will be considered as important as the outcome of salable skills in the pilot group.

Procedures:

The proposed training program will be offered as an additional element in the development of the youth involved. Correlation with reading, writing and arithmetic will be effected through the training course materials.

An advisory board of persons in the State of Delaware knowledgeable in the custodial phase have consented to advise on specific content for the training program. The training program will utilize primarily the facilities of the De La Warr School District; similar additional work stations are available in the area if needed. The youth will be included in this program on a half day basis, for a period of 30 weeks.

Evaluation:

The primary evaluation will be concerned with the relative success of training materials developed to meet the needs of these special youth. Performance testing will be considered an integral part of the training evaluation. Student progress will be recorded throughout the training program anecdote records, kept by the instructors and coordinators. Follow-up studies will be made of the these students covering their job performance and advancement.

This Is Similar to the Check-List That Will Be Used at the National Level in Reviewing Proposals

As Issued May, 1966
by
The Bureau of Research, Division of Adult and Vocational Research

A. Procedural Questions:

Copies	1. Has the initiator submitted thirty-five (35) copies of the proposal?
Cover	2. Has the cover page been made up <u>exactly</u> as shown on page 6* of the booklet entitled <u>Support for Research and Related Activities</u> (October, 1965)?
Signatures	3. On the original or master copy of the proposal, has the cover page been <u>signed in ink</u> by the initiator and by other appropriate officials of the sponsoring agency or institution? (Actual signatures are required; reproduced signatures are not acceptable.)
Abstract	4. Has the initiator provided a one-page abstract of the proposal as specified on page 7* of the booklet entitled <u>Support for Research and Related Activities</u> (October, 1965)? (A copy of the abstract should be included immediately after the cover page in <u>each</u> copy of the propssal, and in addition, <u>25</u> individual copies of the abstract should be provided separately.)
Selection of Proper Outline	5. In the body of the proposal, has the initiator followed the proper outline for the type of program being proposed? (An appropriate outline for RESEARCH programs is illustrated in "A". An appropriate outline for TRAINING programs is illustrated in "B", and an appropriate outline for EXPERIMENTAL, DEVELOPMENTAL, or PILOT programs is illustrated in "C".)
Coverage	6. Has the initiator included <u>all</u> headings of the proper outline in his proposal? (It is important that the initiator provide material covering each and every heading shown in the outline.)
Budget	7. Has the initiator provided a budget in the format shown?

* Copies of these pages (6 and 7) are furnished as part of this guide.

Cost Sharing Principle	8.	Does the budget reflect the cost-sharing principle? (There should be two columns in the budget, one showing the Federal grant funds needed and the other showing the funds that will be provided from the initiator's own local sources.)
Appendix	9.	Does the proposal have the necessary appended items as specified on page 8 of the booklet entitled Support for Research and Related Activities (October 1965)?
Questionnaire Approval	10.	Is the initiator aware that in projects which involve the gathering of identical information from ten or more individuals or organizations, the initiator must submit to the U. S. Office of Education copies of all questionnaires and other data gathering instruments for transmittal to the Bureau of the Budget for approval prior to their use, in accordance with the requirements of the Federal Reports Act of 1942?
Eligible Agencies	11.	Is the proposal being submitted by an institution or agency that is eligible for Federal grants under Section 4(c) of the Vocational Education Act of 1963? (Any college, university, and other public or non-profit private agency and institution, State Board for Vocational Education, and with the approval of the appropriate State board, a local educational agency is eligible to apply for a grant award.)
Cover Letter	12.	Is the proposal accompanied by a letter indicating approval of the State Board for Vocational Education, as specified in the middle of page 5 of the booklet entitled Support for Research and Related Activities (October 1965)?
Criteria	13.	Is the initiator aware of the criteria by which his proposal will be evaluated?
Time Elements and Screening	14.	Is the initiator aware of the review process and the time lag involved in securing approval and funding for a proposal? Does he know that proposals must be routed to specialized consultants outside the Office of Education for analysis and comment, and also must pass through internal screening and review procedures? Does he realize the amount of time required to negotiate and sign the formal Federal grant documents for approved proposals? Has he taken these time factors into account in planning the starting date for his proposed activities?

B. Substantive Questions:

Significance	1.	Is the proposal directed toward a problem of major significance in vocational and technical education? Has the initiator demonstrated this in his write-up?
Innovation	2.	Is the approach to the problem an innovative one?
Generalization of Results	3.	Would the results of the proposed project be generalizable over a broad area?
Avoidance of Duplication of Effort	4.	Has the initiator reviewed related research and development activities (both completed and on-going) and explained how his proposal would not duplicate but would rather carry forward the efforts already completed or underway?
Clarity	5.	Are the objectives of the proposal properly delimited and stated in a clear and specific manner?
Soundness	6.	Are the procedures for achieving the objectives appropriate, technically sound, and spelled out in full detail?
Adequacy	7.	Are the plans for treatment of data, analysis, and/or evaluation adequate from the technical standpoint, appropriate in relation to the objectives and presented in a complete and detailed manner?
Consistency	8.	Is the proposal internally consistent? Has the initiator presented a direct, straight-line relationship between the objectives, the procedures, and the evaluation?
Dissemination	9.	In the case of an experimental, developmental, or pilot program, has the initiator described effective ways in which the results of the program will be disseminated to others?
Realism	10.	Is the budget realistic, and are the budget items related specifically to the procedures that are to be followed?

REFERENCES

1. Support for Research and Related Activities. Washington: U. S. Department of Health, Education, and Welfare, October, 1965, Pg. 12. (Available free from the Director, Division of Adult and Vocational Research, Bureau of Research, U. S. Office of Education, Washington, D. C. 20202)

2. Guidelines for the Division of Adult and Vocational Research. Washington: U. S. Department of Health, Education, and Welfare, November, 1965. Pg. 13. (Available free from the Director, Division of Adult and Vocational Research, Bureau of Research, U. S. Office of Education, Washington, D. C. 20202)

3. How to Prepare a Research Proposal, by David R. Krathwohl. Syracuse, New York: School of Education, Syracuse University, 1966. Pg. 50. (Available at one dollar per copy from the Syracuse University Bookstore, 303 University Place, Syracuse, New York 13210)

4. Small Project Research. Washington: U. S. Department of Health, Education, and Welfare, Office of Education, 1966. Reproduced by the Delaware Occupational Research Coordinating Unit, 1967. (Available free from the Occupational Research Coordinating Unit, Department of Public Instruction, P. O. Box 697, Dover, Delaware 19901)

SUMMARY

In formulating a proposal, please feel free to consult the Occupational Research Coordinating Unit staff members for advice prior to, and during the writing of the proposal.

Rough drafts of proposals, providing they follow the format and include all subdivisions, can form the basis for preview.

In other words, the Research Staff stands ready to offer advice and constructive criticism but it cannot undertake to write originally the proposal for the school, agency, or individual.

It is the function of the Research Unit to coordinate, stimulate, and encourage occupational research and development in local school districts, in colleges and universities; but the necessary creative effort, clerical service and follow through is the responsibility of the originating agency.

In the identification of problems or situations for suitable research, your <u>imagination</u> applied to some of the things in vocational education which have either troubled you, puzzled you, or irritated you often will provide a subject and a starting point.

The subsequent steps will unfold as you use the appropriate outline and references. Research is painstaking work, but not too difficult even for the novice.

<u>Research Priorities for 1966-67</u>

Seven areas of special emphasis, selected by the Division of Adult and Vocational Research for priority attention during the coming year, are listed in the order of their priority: (1) Program evaluation. (2) Curriculum experimentation. (3) Personal and social significance of the concept of work. (4) Personnel recruitment and development. (5) Program organization and administration. (6) Adult and continuing education for manpower development. (7) Occupational information and career choice for youths.

Further detail concerning each of the priorities is available from the Research Coordinating Unit.

F. C. F.
October, 1966